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ABSTRACT

The FLES Committee of the American Association of Teachers of French seeks to maintain interest in FLES through the publication of an annual report on important issues in foreign language instruction in the elementary schools. In the 1971 publication, the primary considerations are goals and guides to methods and materials in FLES. William Herold and Joseph Michel discuss "Behavioral Objectives for FLES: Listening and Speaking Skills, and the Development of Cultural Awareness," encouraging teachers to have well-formulated objectives, in behavioral terms, for aural comprehension, vocabulary, spoken use, syntax, and cultural understanding. Judith Le Bovit presents "A Model for Teaching Reading and Writing Skills in FLES," based on experience in the D.C. public schools; and Gladys Lipton describes "The First National French FLES Contest." The report also provides a guide to reading in FLES which consists of annotated lists of instructional materials, compiled by Virginia Gramer; readings in French for FLES students, prepared by Eve Miller; and teacher training materials, compiled by Ruth Bennett. (LG)

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FLES: GOALS AND GUIDES

A REPORT BY THE

FLES COMMITTEE

OF THE

AMERICAN ASSOCIATION OF

TEACHERS OF FRENCH

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Co-Chairmen

Dr. Gladys C. Lipton
Bureau of Foreign Languages
Board of Education
131 Livingston Street
Brooklyn, New York 11201

Dr. Virginia Spaar-Rauch
(formerly) Associate Professor
of French
Teachers College
Columbia University
New York, New York 10021

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TABLE OF CONTENTS

		Page
Preface	V. Spaar-Rauch	iii
Introduction	E. Bourque	vii
Setting Goals for FLES Pupils		1
1. Listening and Speaking Skills.....	W. Herold J. Michel	3
2. A Model for Teaching Reading and Writing Skills	J. Le Bovit	19
3. A Report of the First National French FLES Contest	G. Lipton	23
A Guide to Reading in FLES (Part I)....		25
1. Instructional Materials	V. Gramer	27
2. Readings in French for FLES Students	E. Miller	59
3. Teacher-Training	R. Bennett	67
National FLES Committee, 1971		73
Past Chairmen		75

PREFACE

The FLES Committee of the American Association of Teachers of French seeks to maintain interest in FLES through the publication of an annual report on important issues in foreign language instruction in the elementary schools. The following are the topics that have been discussed in previous reports:

1961: The Supply, Qualifications, and Training of Teachers of FLES

1962: Language Structures at FLES Level, Including Testing for Mastery of Structures

1963: The Correlation of a Long Language Sequence Beginning in the Elementary School

1964: Reading at the FLES Level[1]

1965: Culture in the FLES Program[2]

1966: FLES and the Objectives of the Contemporary Elementary Schools[2]

1967: The FLES Student: A Study[2]

1968: FLES: Projections into the Future[3]

1969: The Three R's of FLES: Research, Relevance, Reality[3]

1970: FLES: Patterns for Change[3]

As educators we understand fully the need for both long and short range objectives in our teaching; but like many other adults we often tend to feel the strong pull of ultimate goals and sometimes overlook or minimize the importance of the "check point." Too frequently perhaps we forget that children, particularly young children, depend upon the satisfaction derived from the accomplishment of short range objec-

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[1] Available from Dr. Gladys Lipton, Bureau of Foreign Languages, 131 Livingston St., New York, N. Y. 11201

[2] Available from Chilton Books, 401 Walnut Street, Philadelphia, Pennsylvania

[3] Available from MLA-ACTFL Materials Center

tives to a far greater extent than do adults. When one's legs are so short it is infinitely more satisfying (and challenging) to find some stepping stones and cross the brook immediately rather than to wait until one's legs have grown longer!

Well-chosen short range objectives, like stepping stones, help both children and the teacher to know which streams have been crossed successfully or at what point in the stream some children remain stranded. Objectives which require the child to demonstrate visibly or audibly his mastery of a well-defined and limited task under set conditions provide a pretty good index of what has been taught and learned. This type of objective, often termed "behavioral" or "performance" objective, has been widely discussed and publicized in educational journals. The first part of our annual FLES report for 1971 presents several articles for FLES classes. Examples of various kinds of performance objectives will give aid and inspiration perhaps for the writing of additional ones.

It is hoped that the second part of this report, Part I of an annotated bibliography of FLES readings, will prove useful to teachers and administrators looking for ways to enrich and improve their teaching and to those seeking to familiarize themselves with the literature and research on the teaching of a second language to young children.

Sincere appreciation is expressed to Professor J. Henry Owens, President of the AATF and to Professor Francis W. Nachtmann, Executive Secretary of the AATF for their continued support and encouragement given to the FLES Committee. The Co-Chairmen are particularly grateful to Mr. Edward N. Bourque, former chairman of the AATF FLES Committee, for his continued devotion to the Committee in arranging for the publication of this report, and to Mrs. Althea Decker of the Fairfield Education Association secretarial staff for the many hours spent in the technical preparation

of the 1971 report. Appreciation is also extended to the personnel of the printing facilities at Fairfield University.

The 1971 FLES Committee Report is available from the MLA-ACTFL Materials Center, 62 Fifth Avenue, New York, New York 10011.

Virginia Spaar-Rauch
Albany, New York

INTRODUCTION

The 1971 FLES Report of the American Association of Teachers of French marks the eleventh publication by a committee that is forever changing yet always keeping the same goal in mind--the promotion of foreign language learning at the elementary level. It has been many years since the then Commissioner of Education, Earl McGrath, made his far-reaching statement that launched programs of foreign language learning at the elementary level. Many programs that were initiated during the early fifties failed after a few years because of lack of organization and support. Others, after meager beginnings, have come to take their place as an integral part of a child's total education at the primary and intermediate levels of elementary training. It is to these well-established programs that we must address outselves in the continuing battle to maintain a sound educational philosophy.

The educational philosophy of a FLES program is based upon the concept of a democratic society which also promotes the understanding of our international responsibilities and competence to participate in them. This philosophy should further affirm the need for the understanding of other countries and cultures and for the development of communications skills with other peoples. As noted above, a foreign language is an integral part of a child's education which relates both to his immediate environment as well as to the world community. It encompasses both communication and exposure to different cultures. The natural enthusiasm and curiosity of the young child make the elementary school years the optimum time to begin a foreign language.

The rationale for a FLES program should always be from the point of view of a total experience for the child, an experience that will give to the child a broad background during the elementary years.

From a program at this level the child should be able to gain an experience not only of language learning but one that will also be valuable to him in becoming an observer of how a people of another country live from day to day. More and more FLES programs are emphasizing the cultural aspects of the language to which the pupils are exposed. In the past, much criticism has been directed toward the content of FLES programs, that the content reflected more of a sequential approach, preparation of pupils for future study at the junior and senior high levels, than an approach that could be of benefit to all pupils regardless of future plans. A FLES program should be organized for everyone, not only for those who have the ability to learn a language. This is the reason for the emphasis on culture. It must be remembered, however, that there is a distinction when speaking of culture. It is both formal and deep--formal being the one with which everyone is familiar; deep culture describes the life patterns of a people of another nation. In other words, this is the culture described by anthropologists and is the one to be emphasized in FLES programs. In emphasizing this aspect of culture, however, it then becomes difficult to measure because we become involved in behavior with expected changes in attitude. It becomes difficult to measure the effect that a FLES program will have on a child at the time that he is exposed to such an experience. In most cases the value of the study of a foreign language and of the culture will not be evident until years later when the student is in high school or even in college. But a beginning must be made and work to reach the goal of a cultural experience, as well as a language experience, must always be in the foreground. There is no better place to initiate this except at an early age when children are open and receptive to all kinds of experiences.

The thrust in FLES must continue in spite of the many obstacles that are sometimes put in the path of such efforts. New approaches, new materials, new ideas must be explored to the fullest to continue striving for changes that will give substance and purpose to FLES programs. We must continue to show school officials and the public that what is being done in foreign languages at the elementary level is an effort to promote better understanding among peoples of the earth. The FLES Committee of the AATF that has worked these many years is to be congratulated and, further, to be encouraged to continue the task that is always before them. FLES will continue to make its impact on American education as is evidence in the 1971 report that you are about to read.

Edward H. Bourque
Fairfield, Connecticut

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Setting Goals for FLES Pupils

Listening and Speaking Skills

A Model for Teaching Reading and Writing Skills

A Report of the First National French FLES Contest

BEHAVIORAL OBJECTIVES FOR FLES: LISTENING AND SPEAKING SKILLS, AND THE DEVELOPMENT OF CULTURAL AWARENESS

> "I'm presuming that what we're in the game for is to change students. If you will accept that assumption ... then it makes a great deal of sense to think about what you're trying to do in terms of the criterion, that is, the outcome by which you can judge your instructional effectiveness..." 1

So saying, Popham goes on to make a case for behavioral objectives, variously known as instructional objectives or performance objectives.

Many educators agree with him that we should focus on outcomes of our classroom instruction, that we should be goal-oriented rather than means-oriented. To use an analogy, we would all find a man ridiculous who was checking out schedules and rates at the airport, train station and bus depot before he knew where he was going. In like manner, the efficient teacher defines his goal by asking "What do I wish my students to become?" before he answers the question, "What will I do?" In other words, he zeroes in on the outcome of his teaching before he decides what means he will use to attain it.

Undoubtedly many of the French FLES teachers throughout America are quite familiar with the various components of behavioral objectives. Nevertheless, it might be worth while to make a few prefatory remarks about writing behavioral objectives in general for those who are not.

Teachers have always realized that instructional objectives are essential, but frequently the objectives did not have much bearing upon the nature of the teaching process. "Let each student fulfill his potential to the maximum." "At the end of my course, the pupils will really know French inside and out."

These objectives may sound impressive, but they do not offer much

1. Popham, W. James, excerpt from a taped lecture, 1969. Criterion-referenced instruction (Tape No. 21) VIDCUT ASSOCIATES, INC. P.O. Box 24714, Los Angeles, California. 90024

utility to the instructor because they are couched in terms too broad and ambiguous. It would be very difficult for a group of educators to arrive at a consensus of what the objective signifies. Broad, ambiguous objectives do not offer much help to the pedagogical navigator in charting his course.

As mager puts it, to communicate exactly what you have in mind as your goal, you should try to make a statement that does not permit varied interpretations. He offers examples of words open to many interpretations:

to know
to understand
to <u>really</u> understand
to appreciate
to <u>fully</u> appreciate
to grasp the significance of
to enjoy
to believe
to have faith in

and other words which are open to fewer interpretations:

to write
to recite
to identify
to differentiate
to solve
to construct
to list
to compare
to contrast[2]

At times, you may desire to narrow the final behavior further by stipulating the conditions under which the student will be expected to perform. For instance, "<u>Given a list of 25 French words</u>, the student will underline 10 which represent parts of the body." Another condition might be "<u>without the aid of reference books</u>." In other words, the condition will state what is given or what is withheld at the time the student is supposed to demonstrate the terminal behavior.

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2. Mager, Robert F., <u>Preparing Instructional Objectives</u> (Belmont, California: Fearon Publishers, 1962), p. 11

It might also be helpful to inform your students as to what degree of success will be considered passing. "Given a list of 35 adjectives, the pupil will correctly write antonyms for 30 out of the 35." Another effective method of shedding light upon conditions is to provide the learner with some sample test questions.

Invariably a well constructed objective will contain within itself a specific final test. If you want your pupils to be able to differentiate between /o/ and /ɔ/, you must give them an opportunity to show you that they can do so - perhaps by listening to pairs and writing whether they are the same or different, or perhaps by writing the phonetic symbol for the vowel that they hear. At any rate, if you apply this same criterion to a poorly stated objective, you will find that any number of tests could be deemed appropriate for determining whether the pupil had reached the objective.

The learner may also be interested in knowing how well you want him to perform. This feature is called the criterion or minimum acceptable performance. One way to indicate acceptable performance is to specify a time limit. You might allow ten minutes, for instance, for matching ten products with ten regions of France. A second way of viewing the criterion is the minimum acceptable performance, e.g. "The pupil will match at least eight out of the ten correctly."

Once you have well-formulated objectives stated in behavioral terms, it is important to communicate these objectives to your pupils. In most cases, having a clear concept of what you expect of them will make it easier for them to change their behavior in the desired direction.

OBJECTIVES FOR AURAL COMPREHENSION

Using the five categories as outlined by Grittner,[3] i.e. phonology, morphology, syntax, vocabulary and culture, let us begin by presenting some sample behavioral objectives on the level of phonology. In so doing, we do not mean to imply that nothing can be done at the other levels until all the phonemes are thoroughly mastered. In the same manner that the teacher progresses simultaneously in each of the four skills, it is likewise possible to touch several or all of the five categories mentioned above at the same time.

Phonology

On the level of phonology, the crucial phonemes are the ones that exist in French but not in English: the nasal vowels /o/, /a/, /ɛ/, and /œ/; /y/ and its shorter counterpart /ɥ/; /oe/, /ø/ and the uvular /R/. This is not to say that all the others are easy, but these are the nine that give Americans the most trouble.

Since it is pedagogically basic to teach discrimination of phonemes, our first example will deal with discrimination:

1. Objective: Given a list of 20 minimal pairs, the pupil will listen and write S if the two sounds are the same, or D if the two sounds are different with an accuracy of 85 per cent.

   Sample item: bain - banc

   Written response: D

   Additional items:
   1. sain - sans
   2. lent - lent
   3. dans - daim
   4. fin - fin
   5. gant - gant

Another phonological goal might be discrimination of triplets:

2. Objective: Upon hearing three spoken words, the pupil will write the numbers of the words which are the same. If none of the

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3. Crittner, Frank M., Teaching Foreign Languages (New York: Harper and Row, Publishers, 1969), pp. 87-89

three is the same, the pupil will write O. Minimum acceptable performance will be 8 out of 10 correct.

Sample item: dont - dans - dont

Written response: 1, 3

Additional items: 1. sont - sain - sang
2. pain - pain - pont
3. bon - bain - banc
4. lent - lin - lin
5. front - frein - franc

Morphology

On the level of morphology, one listening problem is to distinguish between singular and plural nouns. This could be covered by means of an objective such as:

3. Objective: Given 10 oral sentences, the pupil will listen and write S if the noun and determiner are singular, P if the noun and determiner are plural. Accuracy - 90 per cent.

Sample item: Il voit les fleurs.

Written response: P

Additional items: 1. Il voit le bureau.
2. Il va à la gare.
3. Il corrige les fautes.
4. Il regarde les élèves.
5. Il voit l'encre.

Also on the morphological level:

4. Objective: Given 10 utterances, the pupil will listen and write S if the verb is singular and P if it is plural. Minimum acceptable performance - 80 per cent.

Sample item: Elle va chez Marie.

Written response: S

Additional items: 1. Ils vont chez Marie.
2. Ils écoutent les disques.
3. Il écoute la radio.
4. Elles viennent tout de suite.
5. Elle vient de Lyon.

It should be understood, of course, that if you wish to make the ob-

jective easier, you could use the same verb all the way through.

Syntax

In drawing up objectives, it goes without saying that only items which are genuinely French should be used. Students benefit most from seeing and hearing correct forms exclusively. If your elementary pupils are advanced enough, they might be ready for an objective such as this:

5. Objective: Given two oral sentences, the pupil will listen carefully and decide if the second sentence is in accord with the first. Write oui if the second sentence is appropriate, non if it is not. 80 per cent accuracy over all will be the minimum acceptable performance.

Sample item: Jean prend la craie. Jean la prend.

Written response: Oui.

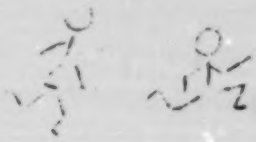
Additional items:
1. Georges mange le gâteau. Georges les mange.
2. J'ouvre la porte. Je l'ouvre.
3. Ils regardent les elèves. Ils le regardent.
4. M. Tribut plante les fleurs. M. Tribut les plante.
5. Marie caresse la poupée. Marie la caresse.

In using such behavioral objectives in class, the teacher is free, naturally, to change the minimum acceptable performance to suit herself. Besides it is not necessary that every single pupil reach the criterion. 90 or 95 per cent of a class would be good. Thus there are, in effect, two criterion performances - one for the individual student and the other for the class as a whole. Supposing that 24 out of 25 pupils succeed, we would not expect the teacher to reteach the entire class. On the other hand, if only 12 out of 25 attain the minimum acceptable performance, something is wrong. Either the teaching was faulty or too much was taught for the class to digest.

Another example on the syntactic level might involve the use of pictures. If you were about to teach the comparison of adverbs, an appropriate objective might be:

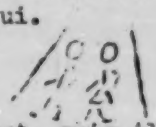
6. Objective: Given two oral sentences, the student will indicate which sentence describes the picture most accurately. Minimum acceptable performance - 90 per cent over all.[4]

Sample item: A. Marie court vite mais Georges court plus vite qu'elle.
B. Marie court vite mais Georges court moins vite qu'elle.

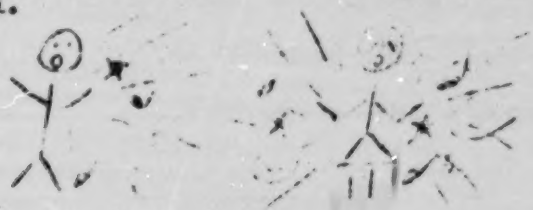


Written response: A

Additional items: 1. A Henri marche lentement mais Alice marche plus lentement que lui.
B Henri marche lentement et Alice marche aussi lentement que lui.



2. A Henri chante fort, mais Alice chante plus fort que lui.
B Henri chante fort, mais Alice chante moins fort que lui.



VOCABULARY

If we continue using pictures, a sample objective in the area of vocabulary might be:

7. Objective: Given a simple command in French to draw a picture of an object, the pupil will do so with 100 per cent accuracy.

Sample item: Dessinez une fenêtre.

Response: The pupil draws a window.

Additional items: 1. Dessinez une maison.
2. Dessinez un livre bleu.
3. Dessinez une table ronde.
4. Dessinez une rue étroite.
5. Dessinez un mouton.

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4. Valette, Rebecca M., Modern Language Testing: A Handbook (New York: Harcourt, Brace and World, Inc., 1967), p. 77

Elementary pupils enjoy showing off their listening comprehension talents by performing. A teacher could capitalize on this interest by formulating an objective like this:

8. Objective: Given a command, the pupil will execute it correctly nine times out of ten.

Sample item: Jean, allez au tableau.

Response: John goes to the board.

Additional items: 1. Gisèle, donnez votre cahier à Martine.
2. François, posez votre stylo.
3. Yves, écrivez votre nom.
4. Jacques, faites voir votre main.
5. Colette, levez-vous.

Culture

At the elementary level, cultural objectives would probably not be very elaborate. One basic cultural contrast which the pupils should be aware of would be formal vs. informal address. Thus an objective like this would be quite appropriate.

9. Objective: Upon hearing a situation described, the pupil will decide whether the accompanying utterance is appropriate or inappropriate. Eight correct out of ten.

Sample item: Bernard Dupont parle à M. Lebrun - "Comment vas-tu?"

Written response: Non

Additional items: 1. Brigitte parle à Mme Charpentier - "Voulez-vous m'aider, madame?"
2. Louis parle à Charles - "Où vas-tu maintenant?"
3. M. Pernod parle à M. Dubonnet - "Etes-vous d'ici?"
4. Mme Villaret parle à sa fille - "Que faites-vous donc?"
5. Gaby parle à son copain - "Allez-vous jouer vos disques ce soir?"

Listening objectives could also be devised quite easily for lessons in geography. Suppose that you had planned a unit on the physical features of France, you could at the same time delineate this objective.

10. Objective: Given a number and a river or mountain chain of France,

the pupil will write the number on the corresponding geographical feature of his dittoed map with 90 per cent accuracy.

Sample item: Un, la Seine

Written response: The pupil writes the number 1 on the Seine River.

Additional items: 2. les Alpes
3. la Loire
4. le Massif Central
5. le Rhône

BEHAVIORAL OBJECTIVES FOR SPEAKING

The subsequent objectives will illustrate the same divisions of phonology, morphology, syntax, vocabulary and culture. Generating speaking objectives is not too difficult. As a matter of fact, almost any listening objective can be quite easily converted into a speaking objective.

Phonology

Suppose we return to the discrimination of /ɑ̃/ and /ɛ̃/, which was our first listening objective. We could reformulate it thus:

11. Objective: Upon hearing an utterance in French, the pupil will repeat it as accurately as possible. The pupil will score 15 out of a possible 20 over all.

Sample item: The teacher (or tape) says, "Alain porte un pain."
Score 2 for excellent pronunciation of each /ɛ̃/.
Score 1 for good pronunciation.
Score 0 for unsatisfactory pronunciation.
(or whatever system you prefer)

Oral response: Pupil repeats.

Additional items: 1. Je sens le vent.
2. Il commence la danse.
3. Voilà cinq pins.
4. Le peintre mange du pain.
5. Rouen est en France.

Using flashcards, the teacher can determine if she has reached her pronunciation goal with such an objective as:

12. Objective: Given a flashcard with which he is familiar, the pupil will pronounce the word represented with near-native pronunciation.

Sample item: The pupil sees a flashcard depicting "le printemps."

Oral response: The pupil says, "C'est le printemps." (Evaluate /R/)

Additional items:
1. C'est une fille. /ij/
2. C'est une rue. /y/
3. C'est une pomme. /ɔ/
4. C'est l'été. /e/
5. C'est un garçon. /o/

Morphology

One of the first items that a FLES pupil must learn is handling the French articles. In this area, a teacher must develop the following objective.

13. Objective: Given a noun in the singular, the student will change it to the plural and vice versa with 85 per cent accuracy over all.

Sample item: The pupil hears le crayon (either alone or in a sentence).

Oral response: les crayons

Additional items:
1. l'élève
2. les montres
3. les oranges
4. le père
5. la famille

Another rudimentary habit that the FLES student must form is adding the proper sound to the verb stem for each different subject pronoun.

14. Objective: Given a subject pronoun, the pupil will repeat it and furnish the proper verb form, eight times correct out of ten.

Sample item: With écouter as the verb - nous.

Oral response: Nous écoutons. (with liaison)

Additional items:
1. vous
2. ils (holding up two fingers)
3. il (holding up one finger)
4. je
5. tu

Obviously, using the same verb all the way through will be easier than changing it. The above performance involves a simple substitution, but nothing prevents you from trying a progressive substitution.

SYNTAX

One of the problems which trouble English speakers is that of word order in interrogative sentences. To this end, you might wish to set up the following objective for your class.

15. Objective: Given an oral sentence in declarative form, the pupil will change it to the interrogative form using inverted word order. 9 right out of 10.

Sample item: Elle parle italien.

Oral response: Parle-t-elle italien?

Additional items: 1. Nous écoutons des disques.
2. Ils font du ski.
3. Il s'est cassé la jambe.
4. Vous prenez des saucisses.
5. Elle fait une promenade.

Another basic task of FLES students is to learn negative forms. For this outcome, the teacher would probably state an objective similar to this one.

16. Objective: Upon hearing a sentence in the affirmative, the student will transform it to the negative. Nine correct out of ten.

Sample item: J'aime le bifteck.

Oral response: Je n'aime pas le bifteck.

Additional items: 1. Anne chante bien.
2. Le professeur arrive à l'heure.
3. La robe est rouge.
4. Je sais la réponse.
5. Nous allons faire une promenade à bicyclette.

The teacher may want to break this into smaller steps, i.e. first with verbs beginning with a consonant, second with verbs beginning with a vowel or mute "h", and finally mixed.

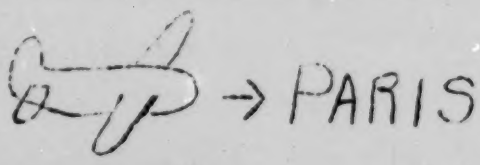
Vocabulary

If the teacher plans to set up some goals that involve speaking ability to the exclusion of the other skills, she would make extensive use of pictures. Valette[4] refers to a system of picture writing put

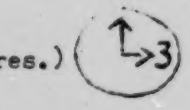
4. Valette, Rebecca, op. cit. p. 103

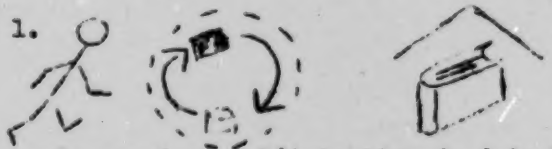
out by TAVOR Aids (P. O. Box 282, Forest Hills, N.Y. 11375). Using pictorial devices such as these, the instructor may bypass listening or reading cues in French and concentrate on the speaking skill. For instance -

17. Objective: When cued by a picture, the student will make an appropriate oral response with near-native pronunciation and intonation.

Sample item:
The student sees ... 

(A quelle heure part l'avion pour Paris?)

Oral response: A trois heures. (L'avion part à trois heures.) 

Additional items: 1. 

(Qu'est-ce que le monsieur a l'intention de faire?)

Il va acheter un livre à la librairie.

2. (Qu'est-ce que la fille compte faire?)

Elle va faire une promenade à bicyclette.

The same type of objective can be tied to listening comprehension, as

18. Objective: When asked a question, the student will make an appropriate oral response with near-native pronunciation and intonation.

Sample item: De quoi vous servez-vous pour couper la viande?

Oral response: D'un couteau. (Je me sers d'un couteau.)

Additional items:

1. De quoi vous servez-vous pour écrire une lettre?
2. De quoi vous servez-vous pour prendre du lait?
3. De quoi vous servez-vous pour dormir?
4. De quoi vous servez-vous pour allumer un feu?
5. De quoi vous servez-vous pour manger votre soupe?

Culture

Exactly the same type of objective can be culturally oriented as well.

19. Objective: When asked an oral question on a cultural topic, the student will make an appropriate response with near-native pronunciation and intonation.

Sample item: Quel est un grand jardin de Paris?

Oral response: Le Jardin des Tuileries

Additional items: 1. Quelle est une grande cathédrale de Paris?
2. Quelle est une grande tour de Paris?
3. Quel est un grand bois de Paris?
4. Quel est un grand boulevard de Paris?
5. Quel est un grand magasin de Paris?

As in objective No. 17, pictures could also be used as cues for oral responses. For instance, if the teacher was concentrating on famous figures in history, she might choose the following as her goal.

20. Objective: When presented with the portrait of a famous French man or woman, the student will speak about him or her for one minute (or a certain number of utterances) stating when he lived, why he is famous, etc. using near-native pronunciation and intonation.

Sample item: Picture of Jeanne d'Arc

Oral response: Jeanne d'Arc est née à Domremy au quinzième siècle. Elle est allée à la cour de Charles VII à Chinon. Elle a gagné la bataille d'Orléans et a fait couronner le roi à Reims. Les Anglais l'ont brûlée vive à Rouen.

Additional items: 1. Vercingétorix
2. Louis XIV
3. Pasteur
4. Gauguin
5. Debussy

In case this objective seems too advanced for a FLES pupil, it could be simplified so that the desired response would be mere identification, e.g. Jeanne d'Arc était une héroïne patriotique. Gauguin était peintre. Debussy était compositeur.

INSTRUCTIONAL OBJECTIVES EXCHANGE

Now that we have presented a brief sketch of behavioral objectives for the skills of listening and speaking, our readers are perhaps thinking of the monumental task it would be for every teacher to develop all the instructional objectives for all the classes that she teaches. Obviously, the duplication of effort would be colossal. In order to prevent such a waste of time and energy on the part of teachers, the Instructional Objectives Exchange (IOX) was inaugurated in 1968 by the UCLA Center for the Study of Evaluation to:

- Serve as a clearinghouse through which the nation's schools can exchange instructional objectives.
- Collect and develop measuring techniques suitable for assessing the attainment of the objectives available through the Exchange.
- Develop properly formulated instructional objectives in important areas where none currently exist, i.e. fill the gaps not covered by available objectives.[5]

Unfortunately, the only language currently listed in the IOX Catalog of Objective Collections is Spanish, 7 - 12, which includes 74 objectives, six items per objective, and covers the four skills (cost $8.00) In this article, we have followed the format used by the IOX.

It would seem most commendable at this point to establish a similar clearinghouse for FLES teachers of French or use the IOX in Los Angeles for this purpose. Even if such a project were to grow without coordinated efforts, it would be very valuable, but if some guiding light could unite and direct the talents of a multitude of FLES teachers, a bank of instructional objectives could probably be built up in a relatively short time

5. The Instructional Objectives Exchange, P.O. Box 24095, Los Angeles, Cal. 90024

which would be of extreme utility to all the French teachers in FLES throughout the entire country. That would be an end devoutly to be wished for.

William Herold
Joseph Michel
University of Texas

A MODEL FOR TEACHING READING AND WRITING SKILLS IN FLES

In native-language acquisition the child learns to read and write only after he has gained competence in understanding and speaking. The early aural-oral approach in FLES presented reading and writing late, usually not until the third or fourth year of second-language learning, and strictly limited these two skills to material which the pupil had already learned audio-lingually. This practice was based on three essentially erroneous assumptions.

The first was the theory that a child learning a second language should follow the same process as that used in acquiring his native tongue. We in the Foreign Language Department of the Washington, D. C., Public Schools have found it necessary to recognize an important difference between first-and second-language acquisition: the child learning a foreign language in school does not have the time or the linquistic environment necessary to enable him to formulate for himself an adequate process of grammatical systematization. What are twenty minutes of the day spent in a foreign language class when compared with the twelve or more hours a child spends using his native language in situations which are of vital interest to him?

The second faulty assumption was that an early introduction of reading and writing would detract from the pupils' ability to understand and speak the language. Research results indicate that, far from being a handicap, the earlier use of reading and writing can actually <u>aid</u> in the development of the audio-linqual skills. One investigator reports:

> Contrary to expectations, it was found that pupils who started reading and writing in the beginning of the year scored higher in audio-lingual results than those who began only in the second semester. In other words, reading and writing did not interfere with understanding and speaking; to the contrary.[1]

The third false assumption was that all children are audio-minded. However, there are many children who retain best what they have seen on the printed page, and even better what they have practiced writing. Even for those who do learn well audio-lingually, a wide variety of stimuli is necessary to maintain interest and to reinforce what is learned in as many ways as possible.

Keeping in mind the shorter time of exposure for the learner of a second language in a formal school situation, the new French and Spanish FLES curricula of the D. C. Public Schools use an earlier introduction of reading and writing to reinforce and develop what the child has learned audio-lingually. The pupils from the beginning have a strong desire to read in the target language. Many also feel that a subject without written work is not to be taken seriously.

In the first year of the D. C. FLES program, oral exercises make maximum use of the ability to imitate and memorize which the child demonstrates before ten years of age. Words presented in written form are only those which illustrate differences in sound, or in graphic representation of these sounds, between the native and target languages. Reading is a "watching exercise" by which pupils demonstrate their ability to recognize the printed structure and match it with the spoken one.

In the second year, reading emphasizes the words and structures which the child has learned to produce orally. Writing is based on the structures and short dictation exercises using material previously presented in oral form.

Reading and writing units in the third year develop ability to use the structures already learned in different contexts, with fresh material to stimulate the child's imagination rather than mere repetition of situations and patterns which he already knows. The teacher can adapt the reading and writing exercises to the abilities of the pupils by decreasing or increasing the amount and difficulty of his selections from the available material.

NOTES

[1]E. S. Randall, "Research Results in Three Large Televised FLES Programs" (Paper read at the International Conference on Modern Foreign Language Teaching, West Berlin, September 1964), p.4.

Dr. Judith Le Bovit,
District of Columbia
Public Schools

A REPORT ON THE FIRST NATIONAL FRENCH FLES CONTEST 1971

The first National French Contest for FLES students was held during the week of May 3-7, 1971. More than 6000 elementary school pupils entered the contest in all the regions of the AATF and from almost every state in the U.S.

The scope of the FLES examination consisted of two forms, Form A and Form B. Both forms encompassed a listening comprehension test and a speaking test, while form B also included a reading comprehension test. Probably the most unusual aspect of the contest was the speaking test. Pupils were shown four pictures and they were asked to respond spontaneously to these pictures in French. Their answers were recorded on tape. Later, more than 25 tape evaluators rated over 6000 taped answers on the basis of appropriateness and sophistication of language, and pronunciation, intonation and syntax.

In answer to the question, "Why a FLES Contest?" the tremendous response to the Contest provides an answer, in part. For one thing, it is one means of indicating to pupils, teachers, administrators and parents that FLES is a worthwhile subject of study, with definite goals and outcomes. A second answer might be that while FLES programs differ in content and curriculum materials, there are basic fundamental areas common to all, namely the development of speaking and listening comprehension skills on everyday topics. It is interesting to note however, that more than half of the pupils were entered in form B (which included the reading aspect), which indicates that reading activities are beginning to play a part in the scope of many FLES programs throughout the country.

The FLES Contest gave teachers the opportunity to stress the positive aspects of FLES for foreign language teachers as well as for the educational community at large. Certainly the tape evaluators (who, incidentally, were from all school levels - elementary, junior high school, high school and college) commented favorably on the achievement of the pupils: "It's hard to believe that these children with such excellent accents are only ten and eleven years old!" and "Why don't all elementary school children study French!"

This first endeavor was not without many problems and difficulties, but it is hoped that our experience this year will provide a smooth-running operation for next year. An invitation is herewith extended to all those who were involved or who will be participating to offer suggestions for improving the 1972 FLES Contest.

Finally, a sincere appreciation is due all the teachers and pupils who took part in this first venture and who, by doing so, expressed their confidence in the future of FLES.

G. Lipton
National Chairman
AATF French FLES Contest

A Guide to Readings in FLES (Part I)

Instructional Materials

Readings in French for FLES Pupils

Teacher - Training

1.0 INSTRUCTIONAL AIDS AND MATERIALS

1.1 Theory

1.11 Cole, L.R. "The Visual Element and the Problem of Meaning in Language Learning." Audio-Visual Language Journal, v 4:84-87, (Winter 1966-67). ERIC ED 021 490.

The author concludes that visuals are more effective when used as reminders of already learned materials than as initial conveyors of meaning.

1.12 Fleming, Gerald. "The Structured Response-Evoking Potential of Organized Visual Communicators", Audio-Visual Language Journal, v 5:71-74, (1967-68) ERIC ED024 290

A student does not learn a second language as he learned his first. Removed from a total foreign language environment, he must have elements of it supplied via visuals in order to provide moments of foreign reality. "Pictorial grammar" of the target language will affect, in a positive way, motivation and awareness. Visuals must be designed following principles of causality, parallelism, and contrast.

1.13 Fleming, Gerald, E. Spaleny, and J. Peprnik. "The Didactic Organization of Pictorial Reality in the New Language Teaching Media," Praxis des Neusprachlichen Unterricts, v14:;60-74, (April 1967). ERIC ED

A picture has value in foreign language instruction only in proportion to its content information and ease of comprehension. The author cites the need for visuals to conform to the principles of causality, parallelism and negative comparison to insure clarity of meaning. Line drawings are often more meaningful and effective than photographs.

1.14 Spaleny, Eugen and Jaroslav Peprnik. "Foreign Language Teaching Picture As An Organised System", International Review of Applied Linguistics in Language Teaching, v4:71-83, (November, 1967).

The basic principle governing the use of pictures in foreign language instruction is: The more a picture needs explanation, the less its serviceability and effectiveness. This article delves

into the fundamentals of the determining factors in picture comprehension. An explanation and pictorial examples are given of the principles of causality, parallelism and sequence. Also included are specific examples of the presentation of a visual and of teacher use of visuals in a classroom situation.

See also 1.32 8, 1.32 22, 1.32 26.

1.2 Research

1.21 Barcus, Delbert, John L Hayman, Jr., and James T. Johnson, Jr. "Programming Instruction in Elementary School Spanish," Phi Delta Kappan, XLIV: 269-270, (March 1963).

As part of the Denver-Stanford Project (1.2 7) on the Context of Instructional Television, a group of 6th grade Spanish students was instructed in reading and writing by means of a teaching machine using linear, constructed-response type of programming. The control group was teacher taught. Both control and machine instructed groups were divided, with instruction in reading and writing delayed until the second semester of 6th grade for half of each group. Results indicated that: 1) with the type of mechanical learning involved in the experiment, machine instruction was as effective as teacher instruction; 2) timing and prior knowledge are an important factor, automated instruction being ineffectual with those who started reading the first semester and effective for those in the second semester group; 3) "better" teachers had an effect on the amount pupils learned by automated instruction.

1.22 Chase, Richard Allen and others. "Teaching New Vowel Sounds Using Real Time Spectral Dispalys". Paper published in the 1968 Annual Report, Neurocommunication Laboratory, Department of Psychiatry, Johns Hopkins University, Baltimore, Maryland. ERIC ED 030 859

A group of 4 to 5 year old children and a group of young adults were involved in this experiment to test whether it was possible to teach a new vowel sound by means of visual information alone. The Visable Speech Translator, developed by Bell Telephone Laboratories was used with both groups. The machine translates sounds into a projected dot pattern. The French vowel /y/ was the target. The subjects were told to experiment with sounds until they could produce one which would cause the machine to display a particular dot pattern (made by the sound /y/). All succeeded, with no significant differences in the age groups.

1.23 Deno, Stanley. "Effects of Words and Pictures as Stimuli in Learning Language Equivalents", Journal of Educational Psychology, v 59: 202-205 (June 1968).

In a project to contrast the psychological process underlying perception of pictorial and verbal stimuli in learning word equivalents, it was found that pictures were conducive to the learning of equivalent pairs, particularly when the objects represented by the "abstractions were conceptually similar. Grouping the abstractions representing conceptually similar objects increased the rate of acquisition."

1.24 Garrabant, Frederick and Roger Pillet. "French With Slides and Tapes", The Elementary School Journal, v62:417-421, (May 1962).

Two groups of third graders at the University of Chicago Laboratory School were instructed daily in French. The experimental group's teacher, limited in proficiency in the language, used slides and tapes as part of the instructional program for approximately half of the total instructional time. The control group was instructed by a native speaker who used no slides or tapes. At the end of one year the experimental group ranked about the same as the controls in aural comprehension, slightly behind the controls in pronunciation, and ahead of the controls in fluency.

1.25 Garry, Ralph and Edna Mauriello. "Summary of Research on "Parlons Fransais', Year Two", Modern Language Project of the Massachusetts Council for Public Schools, Teachers Training Division. Boston: Boston University, 1962. ERIC ED 003 566.

Variables of teacher training, classroom practice and teacher fluency on the achievement of students using "Parlons Fransais" over a two year period is described in this report. It was determined that the pupils of teachers trained by televised programs showed little difference in achievement from students whose teachers were trained by tape recorders. Significant differences in pupil gains were found to favor those instructed by more fluent teachers who continued in the program both years.

1.26 Haas, Stanley. "A Study of a Method of Teaching Spanish Utilizing Selected Mechanical Devices in the Elementary School", The Journal of Experimental Education, v33:81-86, (Fall 1964).

Two groups of fourth grade students were taught conversational Spanish by different means. This study compared the results obtained when the lessons and drill were presented to one group principally by tape recorders and to the other by the teacher. Content was identical. The tape recorder instructed group tested higher, generally, than the teacher controlled group. The tendency for girls to exceed boys was magnified in the experimental (tape recorder) group.

1.27 Hayman, John L., Jr., and James T. Johnson, Jr. "Audio-Lingual Results in the Second Year of Research, 1961-62" Report No. 8: Denver-Stanford Project on the Context of Instructional Television. California: Stanford University, 1963. ERIC ED 018 169.

This report analyzes the effectiveness of a variety of teaching techniques used to reinforce and supplement televised instruction for fifth and sixth grade Spanish students. The daily 15 minute televised lessons and practice were augmented in 3 different ways, by 3 groups: 1) electronic aids; 2) repeat viewing of the lesson at home; 3) both aids and repeat viewing. (See also # 1.28

1.28 Hayman, John 1. Jr., and James T. Johnson, Jr. "A Further Search for Elements of Tomorrow's Classroom", Report No. 12: Denver-Stanford Project on the Context of Instructional Television, ERIC ED 018 167.

This portion of the Denver-Stanford report explores the variety of materials and techniques used by seven teachers who were unrestricted in their methods of instruction and in supplementing the program presented to the 6th grade students involved in the project.

1.29 Humphrey, James H. "Comparison of the Use of Active Games and Language Workbook Exercises as Learning Media in the Development of Language Understandings With Third Grade Children", Perceptual and Motor Skills, v 21:23-26, (August 1965).

Two equated groups of third grade children were taught several elements of language concepts. One group was instructed by means of workbook exercises and the other through active games. Though both groups learned, the group using the game technique learned more than the workbook group.

1.210 Jonas, Sister Ruth Adelaide. "A Matched Classroom Approach to the Teaching of French in the Elementary Grades: Final Report." Mt. St. Joseph, Ohio: Mt. St. Joseph on the Ohio College, 1969. ERIC ED 041 528.

This report focuses on the attitudinal changes which occurred in American FLES students as a result of their classroom being matched with a classroom in France. Tape recorder, slide projector and illustrated dialogs were used in the communication process between FLES students in the U.S. and French students of the same age. The use of aids and audio-visual material was a significant factor in the planning and implementation of the program. Sample materials are included in the appendix.

See also 1.32 18 for a transcript of the dialogs, and instructional material.

1.211 Moore, Patricia. "A Language Laboratory Experiment in the Junior High School, Modern Language Journal, v46:269-71, (October 1962)

A select group of eight seventh grade French students used a neighboring high school language laboratory two half-hours each week after the regular school day. When compared to eight matched students who did not use the laboratory, the experimental group showed improvement in pronunciation and attitude, and scored higher than the controls on oral and written tests.

1.212 Moskowitz, Gertrude and Edmund J. Amidon. "TV FLES versus Live FLES: A study of Student Reactions", Modern Language Journal, v46: 213-219, (May 1962).

The attitudes of three groups of elementary school students toward foreign language were compared in this report. Group I was instructed in Spanish by a real teacher and in French via television. Group II received only TV French, and Group III received no foreign language instruction. Group I had more positive attitudes toward the study of foreign language than the other two. Group III, with no foreign language instruction, had more positive attitudes than Group II, instructed in French by television.

1.213 Otto, Frank. "Alternative Approaches to Staffing the Elementary Foreign Language Program: Cost and Time VS Achievement and Satisfaction", Modern Language Journal v52:293-301, (May 1968).

The purpose of this study was to evaluate the three methods of staffing an elementary school foreign language program: 1) classroom teacher and TV: 2) foreign language specialist and TV: 3) classroom teacher and color motion pictures. The program content for all was identical. The second method, foreign language specialist and TV, provided the greatest teacher, administrator and pupil satisfaction and the highest student achievement. It was also the most expensive. The third arrangement, classroom teacher and color film, was the least expensive on a long term basis, though the satisfaction and student achievement were considerably lessened.

1.214 Pillet, Roger. "French With Slides and Tapes--A Reappraisal", Elementary School Journal v65: 87-91, (November 1964).

This follow-up study to the report by Garrabant and Pillet (see 1.24) was made on the original group of third grade students who were mid-way through seventh grade. Those students who still remained of the original group at the University of Chicago Laboratory School, were tested for pronunciation and general achievement in French. The results of the original experiment were reaffirmed. The author concluded that: 1) the total results warrant continuation of the slide-tape-homeroom teacher instructional team: 2) a resource person is a vital ingredient in the success of the program: 3) aids limit spontaneity but provide consistency and uniform pacing: 4) the aids control the material, requiring ingenuity on the part of the teacher to stimulate pupil interest; such interest a result of teacher creativity; 5) the homeroom teacher must be honestly involved in self-instruction; 6) teacher proficiency in the language tends to improve.

1.215 Review of Educational Research, v32:117-211 (April 1962)

This issue contains a review of all of the literature on audio-visual aids and material for the six year period beginning in April 1956. Chapters include: Theoretical Formulations in Audio-visual Equipment, Textbooks and other Printed Materials, Audiovisual Materials, Learning from Instructional Television. Language Laboratories, Self teaching Devices and programmed Materials, Administration of Instructional Materials.

1.216 Rohwer, William, Jr., Steve Lynch, Joel Levin and Nancy Suzuki. "Pictorial and Verbal Factors in the Efficient Learning of Paired Associates," Journal of Education Psychology, v58:278-284, (October 1967)

In an attempt to analyze conditions that produce efficient learning, third and sixth graders were asked to learn a list of 24 pairs by a study-test method. The pairs were either pictures of objects or printed names of those objects. Exclusive of other variables, for both groups, pictorial materials produced more efficient learning than printed materials.

1.217 Svobodny, Dolly D. Research and Studies About the Use of Television and Film in Foreign Language Instruction. New York: Modern Language Association, 1969. ERIC ED026 936.

Abstracts on most of the significant research on the use and results of televised instruction have been compiled. All levels are included. Many of the important studies on the use of television in FLES programs are capsulized in this report.

See also 1.323, 1.3218

1.3 Practices

1.31 General References

1.311 Audiovisual Instruction.

This official publication of the Department of Audiovisual Instruction, an affiliate of NEA, is published ten times each year. It contains articles on multimedia approaches applicable to many curricular areas, as well as reports of the use of specific aids and materials.

1.312 "The Computer in Education", Bulletin of the National Association of Secondary School Principals, v54:1-124, (February 1970).

This issue is devoted to an overview of the implications of the use of the computer by student, teacher and school district.

1.313 Educational Screen and TV Guide.

This is a monthly journal containing short articles on hard and software, with very practical information on the use and development of audio-visual materials by teachers.

1.314 Educational Media.

The articles in this journal tend toward reporting the use of media in specific school systems. It also contains sections devoted to new products and software.

1.315 Erickson, Carlton W.H. Fundamentals of Teaching With Audio-visual Technology. New York: Macmillan Co., 1965.

This general text on the selection and use of audio-visual aids, materials and media also contains step by step instructions for the production of material commonly used by Foreign language teachers. Directions and techniques for making transparencies is particularly detailed.

1.316 FLES: Projections Into the Future.
Gladys Lipton, ed. A Report of the American Association of Teachers of French, 1968. (Available from MLA-ACTFL Materials Center)

This report of the National FLES Committee of the American Association of Teachers of French contains a compilation of opinion and research on implications for the future, including uses of computers, programmed materials, and other instructional aids and materials.

1.317 Huebener, Theodore. Audio-Visual Techniques in Teaching Foreign Languages, Revised Edition. New York: New York University Press, 1967.

This reference was first produced in 1960 and brought up to date in 1967. It contains very basic and primary information on the purposes and types of visuals, audial materials and machines for use in foreign language teaching. Specific examples in French, Spanish and German are given for each type of media. Topics covered are: audio-visual materials and techniques, use of radio, tape recorder, audio-visual language laboratory, and audio-visual techniques in the classical languages. An appendix contains:

1) a bibliography of language laboratories and techniques; 2) materials source lists for teachers' guides, courses, films and filmstrips, songs; 3) brief list of professional journals and service bureaus; 4) addresses of producers and suppliers of products.

1.318 The Times Educational Supplement.

This portion of the London newspaper often has a number of articles on foreign language, supplying an insight into the use of aids, instructional TV and the widespread use of radio in foreign language instruction in Great Britain. There is a great variety in the articles in both style and content. Many of the programs and materials reviewed are available in the United States.

1.32 Specific practices and uses

1.321 Adams, E.N., H.W. Morrison and K. M. Reddy. "Conversation With a Computer as a Technique of Language Instruction", Modern Language Journal, v52:3-16, (Jan. 1968).

This paper describes the use of computer assisted instruction in a general language course. The organization and control of the CAI program, preparation of material, design of the items, and pedagogical controls are explored. Examples are included of items from the program with a description of their presentation to the student and the steps taken as a result of his answers.

1.322 Arendt, Jermaine. "Media in Foreign Language Teaching". Britannica Review of Foreign Language Education, Vol II, ed by Dale Lange. Chicago: Encyclopedia Britannica, Inc., 1970, 157-188.

The emphasis on the hardware of foreign language instruction in Volumn I of the Britannica Review of Foreign Language Education (see no. 1.325) has been balanced b this article on the software available for foreign language teachers. In addition to culling current research and practices in the use of media, the author

illustrates uses with specific examples. Subtopics include: multimedia packages, contextual drill, independent study plans, programmed learning, foreign language resource center, systems approach, CAI and teacher education. There is a bibliography of references at the conclusion of the article.

1.323 Bland, Merton and Evan R. Keislar, "A Self-Controlled Audio-Lingual Program for Children", French Review, v40:266-276 (November 1966)

A very simple, effective scheme for selfinstruction by young pupils was the result of a project to develop in children the ability to describe a class of pictures orally in French. Using the "Language Master" with line drawings on cards, fifth grade and kindergarten children taught themselves to munipulate 5 adjectives, 5 nouns, and 5 verb phrases in all of the 125 possible combinations.

1.324 Caros, John. "Teaching the Four Language Skills With the Overhead Projector", French Review, v44:535-538, (February 1971)

The overhead projector has the advantages of allowing the teacher to prepare materials in advance which can be re-used, and to face the students while they view the material in a fully lighted classroom. The author describes teaching situations with specific examples for the use of the projector.

1.325 Dodge, James W. "Machine-Aided Language Learning", Britannica Review of Foreign Language Education, Vol. I, ed. by Emma Birkmaier. Chicago: Encyclopedia Britannica, Inc., 1968, 311-341.

The variety of machines and software and the extent of their use in elementary and secondary foreign language teaching is researched in this chapter. It contains a resume of significant findings in the use of machines in foreign language learning in addition to information on and advantages and disadvantages in the use of: overhead projectors, instructional TV, TV distribu-

tion systems, TV films, video-tape recorders, 8mm and 16mm films, film cassettes, language laboratories, and computer assisted instruction. An 84 item bibliography on all of the media concludes the article.

1.326 Donoghue, Mildred. Foreign Languages and the Elementary School Child. Dubuque, Iowa: Wm. C. Brown Co., 1968. Chapter 4.

The chapter titled "Methods and Resources for Music and Games" includes techniques for using films, filmstrips, slides, flat pictures, realia, chalkboard, bulletin board, flannel board, magnetic board, disc and tape recordings, language laboratory and radio. Research on the use of some aids is cited. This is one of the few sources which explores programmed instruction for FLES students, including a selected list of programmed materials.

1.327 Eriksson, Marguerite, Ilse Forest and Ruth Mulhauser. Foreign Language in the Elementary School. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1964.

The chapter on "Audio-Visual Material and FLES" contains very specific word-for-word directions on the use of language charts. Two charts are used as illustrations and each step for both pupils and teacher is delineated. The use of filmstrips and slides, objects and pictures are described in less detail. The role of TV and radio in the development of a program, the orientation of the staff and general criteria for selection and implementation are suggested.

1.328 Fabrizi, Benedetto. "Foreign Languages: The Visual Element", Educational Screen and Audiovisual Guide, v43: 260-261, (May 1964)

The author is critical of many courses which are designated audio-visual because the visuals involved do not contribute significantly to the meaning of the language element being taught. The prime purpose of the visual is to minimize the need for

explanations in English. The criterion for its use should be--did the student acquire the language better or more effectively than he could have without it.

1.329 Feit, Stephen. "Vive La Technologie!", Educational Screen and Audiovisual Guide, v41:646,649, (October 1962)

The organization of a FLES program in Valley Stream, Long Island is the subject of this article. Included are descriptions of: the use of "Parlons Fransais" films and the supplementary material designed for them; the use of other visual materials; the technique of teacher follow-up of the films; and in-service workshops for teachers.

1.3210 Fink, Allen and Yvette Del Prado Lightfoot. "Pasedena's Foreign Language Program for Children in Elementary School", in Foreign Languages and the Schools: A Book of Readings, Mildred Donoghue, ed. Dubuque, Iowa: Wm. C. Brown Company, 1967.

All of the elements necessary for the implementation of a television augmented FLES program are illustrated in this description of such a program in the Pasedena City Unified School District. Included are guidelines for the program, the role of the classroom teacher, teachers' guide, and evaluation procedures.

1.3211 The FLES Student: A Study. Edward Bourque, ed. Philadelphia: Chilton Books, 1968.

Chapter V contains a section on the scope and implications of educational television and an assessment of its impact based on the research of Garry and Mauriello (see 1.25) and Moskowitz (see 1.212)

1.3212 Gersham, Herbert S. "Children's Rhymes and Modern Poetry", French Review v44:539-548, (February, 1971).

The comptines. mnemotic and nonsense rhymes of children's poetry are compared to the works of modern poets. The simplicity, irony, humor, malice, nonsense and fantasy evident in the examples cited of rhymes for children are mirrored in specific works of

Forneret, Desnos, Prévert and others.

1.3213 Gradisnik, Anthony. "Television Can Be Effective in the FLES Program--If", Hispania, v49:485-489, (September 1966)

The author examines the elements of the many factors which contribute to the effectiveness of televised instruction of a foreign language.

.3214 Gray, Alma. "Essential Aids to Success", Times Educational Supplement, 2817:1637, (May 16, 1969).

Aural machinery cannot convey the full communication input since some aspects of oral communication are visual. A visual cannot always be relied upon to impart meaning since it may not serve the purpose required to divulge meaning, i.e. pictures may be thematic, mnemonic and semantic. The language laboratory and television extend the reach of the teacher and provide depth to meaning by combining and expanding the potential of both audio and visual.

1.2315 Harris, Charlotte and Naida Dostal. "The Role of Visuals in Television FLES," Modern Language Journal v49:210-212, (April 1965)

Good visuals are realted to the primary goals of the early levels of FLES instruction: discriminate listening aural comprehension and speech production. "Motivational and linguistic" visuals are described and illustrations of their use in the Detroit Public Schools televised FLES lessons are cited.

1.3216 Hocking, Elton. "Technology in Foreign Language Teaching", Modern Language Journal, v54:79-91, (February 1970)

A brief history of the advent of machines in foreign language instruction precedes an examination of factors contributing to the present state of foreign language teaching. A large portion of the article concerns the use of television and films in elementary school foreign language programs.

1.3217 Instructor Magazine

The Instructor Magazine has had a regular feature "FLES Workshop" since 1961. It appeared monthly until 1967, and since that time has been published in four or five issues each year. Included in the articles are suggestions for games, drills, use of aids, etc. In the monthly issues, the article usually contained, on a single page, 3 or 4 suggestions for teachers in addition to a listing of new publications or materials. The more recent articles tend to concentrate on one subject and are generally lengthier. The following list contains the volume number, date, page number, author, and main contents or title of all of the "Fles Workshop" articles appearing in the Instructor.

The Instructor Magazine

Volume 71 Author for all articles-Elizabeth Keesee

Sept. 1961, p.108 Teaching techniques: choral response, testing games.

Oct. 1961, p.111 Making Each Word Count, Variation games.

Nov. 1961, p.17 Teaching Techniques: Selection, Selection game.

Dec. 1962, p44 Cue Cards

Jan. 1962, p.41 Culture: pictures, Role Playing, Holidays

Feb. 1962, p.88 Re-entry: Games, Activities, Tricks

Mar. 1962, p.108 Spacing

Apr. 1962, p.86 Tu or Vous, Dialogs, Games

May 1962, p.98 Cultural Activities, Games, Review Activities

June 1962, p.14 Chain Practice, Dialog Adaptation.

Volume 72-Authors: Sandra Leibowitz and Denise France

Sept. 1962, p.96 Methods of Review

Oct. 1962, p.75 Lesson Plans, Games, Cultural Activities.

Nov. 1962, p.22 The Narrative Form

Dec. 1962, p.40 Directed Dialog, Cultural Activities.

Jan. 1963, p.17 Half-year Testing (picture cues)

Feb. 1963, p.86 Using Visual Aids, Songs and Poems, Holidays (F.L.) for Feb.

Mar. 1963, p.19 Structure Practice, French customs

Apr. 1963,

May 1963, p.24 Writing, Extending Content of Basic Sentences, May customs.

June 1963, p.20 Field Trips, Dramatizations, Films

Volume 73 - Authors: Sandra Leibowitz and Denise France

Sept. 1963, p.54 Use of Tenses, Grading

Oct. 1963, p.76 French Boat Race Skit

Nov. 1963, p.95 Starting a Program, Workshops, Game

Dec. 1963, p.68 Audial Aids, Christmas Structure Drill

Jan. 1964, p.112 Approaching a New Dialog, Question-Answer approach.

Feb. 1964, p.92 Presenting Idiomatic Expressions, French Folk Song, Helpful Material.

Mar. 1964, p.20 Use of Adverbs, Pronunciation Practice

Apr. 1964, p.17 Spanish Games

May 1964, p.22 Telling Time, the negative, Verb Drills

June 1964, p.12

Volume 74 - Authors: Sandra Leibowitz and Deane Sherman (ex.May)

Sept. 1964, p.82 Story of Me, Review

Oct. 1964, p.28 " " ", cont., Incidental Expressions

Nov. 1964, p.25 Spanish Poetry

Dec. 1964, p.10 Telephone Dialog

Jan. 1965, p.26 Short Songs, Teacher's Books

Feb. 1965, p.129

Mar. 1965, p.28 Russian FLES

Apr. 1965, p.25 Songs and Dances from Canada

May 1965, p.55 "What is a FLES Teacher" by Elizabeth Ratté

June 1965, p.81 Measuring Student Progress

Volume 75 - Authors Sandra Leibowitz and Deane Sherman

Sept. 1965, p.64

Oct. 1965,p. 23 Source of Bulletin Board Material, Pre-Reading Suggestions

Nov. 1965, p.54 Using Motion Pictures, Teaching Aids

Dec. 1965, p.48 Christmas Customs in Latin America and Germany

Jan. 1966, p.131 Practical Teaching Aids

Feb. 1966, p. 43 Reading Readiness, Games

Mar. 1966, p.133 Facts for Fun, Spanish Games

Apr. 1966, p.29 Letter to Parents

May 1966, p.17 Verb Drills, Assessing New Materials

Volume 76

Apr. 1967, p.102 "Spanish Games" by Mabelle B. McGuire

Volume 77

Oct. 1967, p.62 "10 Ideas to Sharpen Your FLES Program" by Constance Melaro

Jan. 1968, p.108 "Game Songs for French and Spanish", by Sandra Leibowitz and Deane Sherman

Mar. 1968, p.90 "Techniques for FLES" (Spanish games-adaptable to French) by Maria Hulse.

Apr. 1968, p.47 "Vamos a Mexico" by Anna Schwartz

Volume 78

Oct. 1968, p.p.144-146 "Songs Help Children Learn", by Eleanor Chroman

Jan. 1969, p.50 "Written Tests for Non-Eriters", by Constance Melaro

Feb. 1969, p.54 "Wake 'Em Up With Games", by Constance Melaro

Apr. 1969, p.48 "When Do We Start to Write", by Constance Melaro

Volume 79

Aug./Sept. 1969, p.152 "Useful Games and Drills", by Joan Macey

Nov. 1969, p.37 "Am Markt Platz" Charlotte M. Kuschke

Feb. 1970, p.105 "Drill Games" (Spanish), by Maria Hulse

Mar. 1970, pp.92-3, "My Fives Speak Spanish" by F. H. Weigand

May 1970, p.33 "Use a Play" (Spanish), by Jimmy Lumpkin

Volume 80

Aug./Sept. 1970, p.33 "Children's Games in Spanish" (Could be used in French), by Loretta B. Hubp

Nov. 1970, p.49 "Steinsuppe", by Ruth Kelly

Jan. 1971, p.30 "Potpourri of Ideas", by Gladys Lipton

Mar. 1971, p.27 "Enrichment Games", Mary Lou Cummerlin

1.3218 Jonas, Sister Ruth Adelaide. "A Matched Classroom Approach to the Teaching of French in the Elementary Grades: Transcript of Dialogs". Mt. St. Joseph, Ohio: Mt. St. Joseph on the Ohio College, 1969. ERIC ED 041 529

The instructional material used in the experiment described in No. 1.210 and 1.3219 as well as tapescripts of the dialogues made by the American and French children involved, comprise the body of this report.

1.3219 Jonas, Sister Ruth Adelaide. "A Unique Use of Media: 'Twinned Classroom' Approach to the Teaching of French", Audiovisual Instruction, v13:468-470, (May 1968).

and

----------"Resume of the First Two Years of a Five Year Sequence", Modern Language Journal, v53: 342-346, (May 1969)

A class in the United States was matched with a class of children of the same age in three French locales during a three year period. A system of communication and instruction between the two groups was evolved. The detailed description of the exchange of a variety of media-drawings, slides and tapes between the U.S. and French groups is followed by a report of the results

at the end of a two year period. See also no. 1.210.

1.3220 King, Paul E. "Multisensory Teaching Tools and the Very Young Language Learner", Audiovisual Instruction, v11:639, (October 1966).

A Kindergarten containing children of mixed language backgrounds was the setting for the use of a great many pictorial and kinesthetic aids in language development.

1.3221 Kunkle, John. "Two Years With the Saint-Cloud Materials" Modern Language Journal, v50:137, (March 1966).

This article reports the conclusions of FLES teacher in Shaker Heights, Ohio as a result of using "Bonjour Line" for two years. An adjustment in the pace and type of presentation was the result of their experience with the program.

1.3222 Mattison, Helen. "FLES Materials-- The Need for a Team Composing Approach". Hispania, v47:598-600, (September 1964).

The scope and sequence of FLES materials involve timing, understanding of child development and motivation. FLES curriculum materials should be related to the total curricular environment. Elementary teachers and supervisors can and should contribute their expertise in the development materials in an integrated total curriculum.

1.3223 Mirsky, Jerome. "Lagging Interest", A speech delivered at the Meeting of the American Association of Teachers of Spanish and Portugese in Chicago on Dec. 27, 1967. ERIC ED 016 438

The author makes a plea for the production of FLES materials which suit the interest level of the age group for whom they are intended. He suggests the design of materials which are graded and whose which can be segmented to allow for individual abilities and rates of learning. Publishers should be encouraged to include FLES teachers in the planning of material for elementary school foreign language programs.

1.3224 Moore, J. Michael. "The Film, Slide, and Filmstrip Jungle", French Review, v54:333-335, (May, 1970).

The author expresses concern at the lack of critical evaluation of films, filmstrips and slides available to foreign language teachers. He describes the reluctance of producers to furnish copies of projected visuals for preview. He sugrest the creation of :1) a board of experienced foreign language teachers of all levels and experts from AV education centers to evaluate films, slides and filmstrips: 2) media editors for foreign language journals to review new material.

1.3225 Munoz, Olivia. "Songs in the Foreign Language Classroom", ERIC Focus Reports on the Teaching of Foreign Languages, No. 12. New York: American Council on the Teaching of Foreign Languages, 1969 (Available from MLA/ACTFL Materials Center) ERIC ED 034 450.

The first part of this special ERIC report consists of a list of general suggestions for teaching a song in a foreign language classroom and for organizing a class for singing, with specific step by step procedure outlined. A resource list is included with purchasing information for recordings, tapes and song books.

1.3226 Munro, Edwin. "FLES and Audio-Visual Aids", Hispania, v47:596-7, September, 1964).

The two principal purposes for using aids in the FLES class, according to the author, are the minimization of the use of English to present new material and the reinforcement of the language by visual means. Since he considers the primary purpose of aids to be the first, the introduction of new material and vocabulary, he questions the efficiency of the extensive use of visuals. He feels a great deal of time spent on the preparation of visual aids could be better expended on devising ways of getting children to talk.

1.3227 Neal, Alan S. "Viewing Conditions for Classroom T.V. :An Objective Study", Audiovisual Instruction, v13:707-709, (September, 1968).

This author has researched the viewing angle, distances, and arrangements of seats which will allow all students in a typical classroom to have a good, clear view of the TV screen.

1.3228 "The Overhead Projector in Foreign Language Teaching", Audiovisual Instruction, v13:463-67, (May, 1968).

Suggestions for use of the overhead projector in a foreign language class are supplemented by illustrations of teacher and student produced transparencies. Though the illustrations involve printed projections, the techniques of construction are applicable to pictorial material. Included are tecniques for making specific types of transparencies.

1.3229 Pillet, Etiennette and Roger Pillet. "The FLES Teacher and Audio-Visual Equipment and Materials", in FLES: Patterns for Change. Gladys Lipton and Virginia Spaar Rauch, eds. American Association of Teachers of French, 1970, pp.89-103. (Available from MLA/ACTFL Materials Center)

This chapter in the 1970 report of the National FLES Committee of the AATF focuses on a review of the types of hardware which are practical for use in an elementary school foreign language class, and suggestions for a review of selected readings. The authors comment on the dearth of software for FLES programs and the reluctance of manufacturers to rectify the situation.

1.3230 Pond, Karl S. "A Language Teaching Tool: The Overhead Projector" in Foreign Languages and the Schools,. Mildred Donoghue, ed. Dubuque, Iowa: Wm. C. Brown Comp., 1967, pp.306-311. also in Modern Language Journal, v47:30-33, (January, 1963).

The overhead projector does not substitute for all other visual aids but is a stepped-up version of one--the chalkboards. This is only one of its more primary functions. It has a wealth of others. The author lists the advantages of the use of the overhead projector and issues warnings for prospective purchasers.

1.3231 Randall, Earle. "What Have We Learned About FLES", Audiovisual Instruction, v7:627-29, (November, 1962).

The impact of TV in FLES instruction and the importance of the teacher's preparation of her class before and follow-up after viewing is stressed. The use of other instructional aids is discussed.

1.3232 "Recent Trends in Foreign Language Teaching Techniques and Materials", Lester McKim, ed., Audiovisual Instruction, v13:450-53, (May,1968).

This report of the NDEA Foreign Language Leadership Institute for Foreign Language Department Chairmen and Supervisors underlines the importance of using visuals to represent the concrete in teaching foreign language to young students. The Encyclopedia Britannica Films and the St. Cloud method of instruction using film and filmstrips are presented briefly as is a short summary of the state of programmed instruction and the language laboratory.

1.3233 "Recipes for Teaching Foreign Languages in Oklahoma", Patricia Hammond and Alan Garfunkel eds. Oklahoma City: Oklahoma State Department of Education, 1970. ERIC ED 043 272

Each idea in this booklet of instructional materials was contributed by a teacher of foreign language. Games, drills, use of teacher made aids and songs are included in Spanish, French, German and Latin. Almost all of the suggestions in each language section are applicable to other languages.

1.3234 Rosenbaum, Peter S. "The Computer as a Learning Environment for Foreign Language Instruction," Foreign Language Annals, v2:457-465, (May, 1969).

This article explores the function of the computer in providing the student with more interaction with the foreign language than he would have in a teacher controlled classroom situation. The effectiveness of the computer in providing quality creative tasks for the learner and confronting him with options lead him to acquire performance abilities as well as knowledge.

1.3235 Shmarak, Arthur and Naida Dostal. "TNT in TV FLES", Modern Language Journal, v49:207-210, (April 1965).

Instruction via television is another form of team teaching involving teaching, technology, and televiewing. The on-camera teacher, the producer-director, the staff artist and the research assistant form the teaching team; the technical team are all of those responsible for managing, directing and televising; and the

televiewing team is made up of principals, teachers and pupils. All team members working together foster the learning situation.

1.3236 Sight and Sound: The Sensible and Sensitive Use of Audio-Visual Aids in Foreign Language Teaching. Reports of the Working Committees of the Northeast Conference on the Teaching of Foreign Languages. Mills Edgerton, ed. New York: MLA Materials Center, 1969.

This report, as originally presented in New York, contains six sections on non-projected visuals, sound recordings, slides and filmstrips, the overhead projector, motion pictures and television. Chapters do not conform to a pattern, some presenting very basic information and others assuming some prior knowledge on the media and most contain guidelines for selection of material. The presentation, in New York, of each section of this report was followed by several demonstrations of the use of the media in different language and teaching situations, from elementary through college level. A film of some of these demonstrations is available from the MLA/ACTFL Materials Center.

1.3237 Spicer, A. "The Nuffield Foreign Language Teaching Materials Project", English Language Teaching, v23:14-21, (October, 1968).

The Nuffield Foundation sponsored a project which aimed primarily to : produce teaching materials; provide information on all aspects of foreign language teaching; and carry out research. The integrated materials in French include a comprehensive teachers' book with full text of each lesson, pupils' books, visual material, tapes, pupil practice discs, film loops, films, activities (puppets, songs, games) project materials, maps, documents, etc. All are designed to incorporate the qualities of authenticity, clarity, intrinsic value, practicality and appropriateness.

1.3238 Steisel, Marie-Georgette. "Des Chansons, Passe Encore, Mais Des Poemes, A Leur Age"., French Review, v37:51-63, (October, 1963).

The author presents a case for introducing poems of limited length to elementary school foreign language students. She illustrates her point with a collection of comptines and poems. See also 1.3420 in which the same author presents a bibliography of poems.

1.3239 Wrenn, James J. The Overhead Projector. ERIC Focus Reports on the Teaching of Foreign Languages, No. 19. New York: American Council on the Teaching of Foreign Languages, 1970.

A reprint of the chapter on Overhead projectors in Sight and Sound: The Sensible and Sensitive Use of Audio-Visual Aids in Foreign Language Teaching (See No. 1.3236, this report contains suggestions for use of the overhead in the foreign language classroom. Advantages and disadvantages of use of the overhead, guidelines for selection of a machine, techniques for construction and use of transparencies are followed by a short bibliography.

1.33 Teacher Production of Aids and Materials

1.331 Alsin, Mary Lou. "We Make Filmstrips--So Can You", The Instructor, v76:44-45, (March, 1967).

Filmstrips can be made with a 35 mm camera by photographing the material at a 90 degree rotation from the regular level position. This article contains a very short but complete and easy to follow guide to the procedure.

1.332 Garibaldi, Virginia and Lorraine Strasheim. Visual Aids Handbook for Foreign Language Teachers. Bloomington, Indiana: Indiana University, 1967. ERIC ED 016 422

This collection of design for teacher made aids seems especially useful for those who consider themselves lacking in artistic talent. All ideas are illustrated, many in stick figure form. Included are several sets of symbols which can be used to indicate tense, actions, moods and types of rejoinders. Specific aids are described and ways of using them are suggested. Also provided are lists of professional journals, information agencies,

catalogues for supplementary materials, film suppliers, and book publishers.

1.333 Minor, Ed and Harvey R. Frye. Techniques for Producing Visual Instructional Media. New York: McGraw Hill, 1970.

Though this book is designed for use by professionals as well as amateurs, the FLES teacher can find in it uncomplicated techniques for the development of her own aids. There are numerous suggestions for mounting visual, illustrations of printing techniques, preparation of transparencies, etc.

1.334 Rowlands, David. "A Puppet Theatre for Language Teaching", Leeds, England: Nuffield Foundation, 1965. Available from Nuffield Foundation Languages Teaching Materials Project, The University of York, Mickelgate House, Mickelgate, York, England. ERIC ED 038 880.

Included in the article are directions and sketches for the construction of a 3 foot square, split-level, collapsable puppet theatre, instructions for making the puppets, and suggestions for the use of both in a foreign language program. Though the dialogs and six plays which follow the directions have been designed to suit the Nuffield materials, the content is general enough to enable their use in most FLES courses.

See also 1.315 and 1.3228

1.34 Lists of Materials, Bibliographies and Curriculum Guides.

1.341 Allen, Virginia Garibaldi. "A Book List to be Used With French Classes in the Elementary School", Foreign Language Annals, v2:336-342, (March, 1969).

This annotated list of books in English is categorized into books about France, biographies, stories about boys and girls, animal stories, French legends and fairy tales, stories about French-speaking communities in North America, books which use the language, and books about the language. All of the books are printed in the United States.

1.342 American Sources of Réalia for French Classes--Revised Edition. Emporia, Kansas: Kansas State Teachers College, 1966. ERIC ED 011 183

The information included in this revised, annotated bibliography of French materials and réalia available in the United States is a description of the content, price, address of the publisher or supplier, and any other pertinent facts. Sections include: loan exhibits, service bureaus, general sources of realia, pictures, slides and films, maps, newspapers and magazines, phonograph records, songs and tapes.

1.343 "Audio Visual French Courses for Primary Schools: An Annotated Bibliography". Foreign Language Teaching Materials Project. Leeds, England: Nuffield Foundation. 1965 (For ordering information, see no. 1.334 ERIC ED 025 168.

Included in the annotation for the sixteen programs are details on aims, content, methods, texts, usual aids, coordinated activities, tests, course components, and costs. The annotation for each item is quite detailed and contains an evaluation. It is difficult to find reviews elsewhere for some of the programs included in this list.

1.344 "Books and Materials for Foreign Language Teachers". Foreign Language Teaching Materials Project. Leeds, England: Nuffield Foundation, 1967, Supplement, 1968. (For ordering information, see no. 1.334) ERIC ED 043 258.

References are listed in this document and its supplement according to general classification and level of difficulty. Many listings for FLES students and teachers are included under headings: 1) linguistics; 2) language teaching; 3) bibliography and source lists; 4) periodicals; 5) reference and practice materials; 6) textbook courses; 7) audio-lingual and audio-visual materials; 8) classroom materials; 9) activities readers; 10) background and cultural information; 11) mother tongue materials; 12) visual and audio aids.

1.345 Brault, Gerald and others. Cours de Langue Francaise Destiné aux Jeunes Franco-Americains (Bowdoin Materials). Philadelphia: University of Pennsylvania, 1963. ERIC ED 010 477.

Oral exercises for young students comprise the body of this teaching guide. All teaching directions are presented in French. A manual and a workbook are included.

1.346 Chamberlain, Jane S. Source Materials for Teachers of Foreign Languages. Washington, D.C.: National Education Association, 1968 ERIC ED 022 406

This partially annotated list of teaching aids, integrated teaching materials, professional references, course outlines, language laboratory equipment, and tests contains complete ordering information. Also included are lists of foreign language publications, opportunities for study abroad, vocational opportunities, organizations offering professional services, and cultural aids for travel and information.

1.347 Curriculum Guide for French-A Tentative Guide for Kindergarten, Grades 1-6. Chicago: The Board of Education for the City of Chicago, 1963.

The complete content of an integrated French course for the elementary school, supplementary exercises and aids, songs and games are included in this curriculum guide.

1.348 Donoghue, Mildred. Foreign Languages and the Elementary School Child. Dubuque, Iowa: Wm. C. Brown Comp., 1968.

In addition to a great deal of general information on theory, research and practices in FLES programs, this text contains a number of lists of aids and materials: Pages 51-53 -- Supplementary audio-visual aids for FLES Listening and speaking; Pages 72-3, 79--Selected elementary readers, selected integrated texts; Page 94--Selected cultural films, filmstrips, pictures, slides, discs, and tapes; Page 106--periodicals for FLES; Page 107--Children's books written in English and describing a foreign culture; Page 110--

Teachers' books written in English and describing a foreign culture.

1.349 Educate, v3, (October, 1970).

The 1971 Buyer's Guide is contained in this issue. It lists manufacturers and suppliers organized according to the type of equipment sold: AV recorders and playback, CCTV systems, earphones, 8mm projectors, 35mm filmstrip projectors, 16mm filmstrips and projectors, 8mm filmstrips and projectors, learning laboratory systems, overhead projectors, optical sound projectors, tape recorders, transparencies, computer assisted instruction, films, games, magnetic tape, motion pictures, overhead transparencies, phonograph records, and texts. An alphabetized list of the addresses of the manufacturers and suppliers is separate.

1.3410 Fiks, A.I. Foreign Language Programmed Materials: 1969. ERIC Focus Reports on the Teaching of Foreign Languages, No.7. New York: Modern Language Association, 1969. ERIC ED 031 983.

Three French programs which may be used in the junior high school are included in this annotated bibliography of programmed material which contains information on supplier or publisher, author, price, student level, course objectives, mode of student response, format, completion time, and number of frames.

1.3411 "Films in French". Chicago: Encyclopedia Britannica, Inc. ERIC ED 046 266

A description of 100 films, some suitable for elementary school, comprise this list. Length of each film and all ordering information is supplied.

1.3412 A Foreign Language Display Library Catalog. Ann Arbor, Mich; Michigan University, Center for Research on Language and Language Behavior, 1969. ERIC ED 028 681.

This catalog consists of a listing of texts, readers, workbooks and instructional materials available from 50 publishers. The material is arranged by language. Each publisher has a heading under which material available from that publisher for the

specific language is listed. There are no grade level designations or annotations.

1.3413 Keesee, Elizabeth. References on Foreign Languages in the Elementary School. Washington, D.C.: Office of Education (DHEW), 1963. ERIC ED 038 045.

All of the materials in French, Spanish, German, Russian, Italian and Hebrew included in this listing are designed for use in Elementary school programs. The material is categorized according to teacher materials, student texts and readers, children's books for native speakers, disc and tape recordings, films, and songs, games and charts. References for teachers are: books, journal, special reports, and addresses of publishers, suppliers and importers.

1.3414 Lutz, Steven and others. A Curriculum Guide in Foreign Language: French in Grades 4,5 and 6. Upper Marlboro, Maryland: Prince Georges County Board of Education, 1967.

The first part of this guide and teacher's manual to augment televised instruction of "Parlons Fransais" contains a philosophy for FLES, teaching techniques, lists of aids, student names, and bibliography. Part II contains specific instructions for preparation and followup of each televised lesson in grades 4,5 and 6. A sample lesson plan for each grade concludes the manual.

1.3415 Miller, Helen. An Annotated Bibliography of Integrated FLES Teaching Materials. Bloomington, Indiana: Indiana University, 1969.

Designed to provide all pertinent information on complete French, Spanish, and German FLES programs and their component parts, this annotated list supplies: 1) descriptions of the materials, including size, number, price; 2) time allotment suggested for the program; 3) teacher training requirements; 4) articulation of the program with the next level; 5) paragraph descriptions of the method, content, teacher's manual, student book, visual and audio aids, and a general evaluation of each.

1.3416 Naylor, J.W. French Readers for Primary Schools: An Annotated Bibliography. Leeds, England: Nuffield Foundation, 1966. (For ordering information see No. 1.334) ERIC ED 043 254.

The 39 readers written in the present, future or perfect tense, are designated as suitable for elementary school French students. Each text is described by size, length, ordering information, and general description. A detailed account of the content, notes for the teacher, illustrations, presentation, activities, audio aids, exercises, and general comments are included for each.

1.3417 Ollmann, Mary J. MLA Selective List of Materials for Use by Teachers of Modern Foreign Languages in Elementary and Secondary Schools. New York: Modern Language Association of America, 1962.

Supplement for French and Italian to the MLA Selective List of Materials. New York: Modern Language Association of America, 1964.

This very complete annotated list contains complete purchasing information, language proficiency levels, and grade levels for instructional aids and materials for French, German, Italian, Hebrew, Norwegian, Polish, Portugese, Russian, Spanish, and Swedish. Included are evaluations and sources of materials.

1.3418 Quinley, William J. "Indexes to Media Resources", Audiovisual Instruction, v15:48-49, (September, 1970)

There are references available which list all of the books currently in print. Access to lists of other media has not been so readily available. This article lists source material for textbooks, films, overhead transparencies, filmstrips and other non-print media.

1.3419 Sanchez, Jose. "Audio Visual Materials", Modern Language Journal,

v 45:219-23 (May, 1961)
v 45:311-16 (Nov. 1961)
v 46:173-78 (Apr. 1962)
v 46:220-23 (May. 1962)
v 47:122-26 (Mar. 1963)
v 47:261-65 (Oct. 1963)
v 48:156-60 (Mar. 1964)

v 48:368-72 (Oct. 1964)
v 49:176-80 (Mar. 1965)
v 49:437-41 (Nov. 1965)

The French section of this annotated list of films, filmstrips, records, and tapes is quite brief in each issue, but there are usually several entires applicable to FLES programs. A list of addresses of distributors and publishers is included at the end of each article.

1.3420 Steisel, Marie-Georgette. "French Poetry for Children: A Selected Annotated Bibliography", Modern Language Journal, v 48:123-129 March, 1964).

Each annotation in this bibiliography of texts available in Europe and North America of French poetry suitable for use with children, includes: address of publisher or supplier, price of the text, a list of its supplementary materials (tapes, records, aids), an example from the source, a suggestion for using the example, and an illustration of the value of the type of text to FLES teaching objectives. The list is categorized into comptines, anthologies of French poetry intended for use with elementary classes, and works written expressly for children.

1.3421 Training Methodology, Part 4: Audiovisual Theory, Aids, and Equipment. Washington D.C.: Department of Health, Education and Welfare, 1969.

This annotated bibliography contains abstracts and resumes of books and articles published between 1960-1968 on audiovisual theory and research, computers, television, radio instruction, overhead projector and transparencies, multimedia instruction, auto-instructional laboratories, and dial access retrieval systems. Techniques of use, aids and equipment are covered in the works listed.

Virginia Gramer
Hinsdale Public Schools

2.0 Readings in French for FLES Students

2.1 Auglund, John Walsh. Un Ami, c'est Quelqu'un qui T'aime. Trans. Ann Carter. New York: Harcourt, Brace & World, Inc., 1965

Clever use of its illustrations does much to convey meaning in this charming whimsy of a book which graphically enumerates the many ways in which a small child can find love and friendship. The slim text should be well within the grasp of the sixth-grade FLES student, and the descriptive artistry of the sketches will compensate the younger child, since regrettably there is no glossary, for his smaller vocabulary.

2.2 Collins, Herbert F. Les Beaux Jours. Illus. Jennette Vise. New York: St. Martin's Press, 1968.

A mine of information about French life as seen through the eyes of the Dupont children is woven into this recital of events which take place over the course of a year, beginning with the end-of-school vacation. Events after the family's return to the city provide a rich source of detail about school, family and social life. The narrative is skillfully written in a style which employs vocabulary of increasing difficulty, opening with material adapted for use by the advanced FLES child. Although the last half goes beyond the FLES reading levels, the voluminous glossary should make this work useful and enjoyable for use by the more enterprising sixth-grade student.

2.3 Dupre, Ramona Dorrel. Trop de Chiens. Trans. Patrice Thorne. Illus. Howard Baer. Chicago: Follett Publishing Co., 1960.

The careful use of a simplified vocabulary provides a smooth story line in this narrative prepared for the beginning-to-read FLES student. Lively and colorful illustrations add a great deal to the comprehension of the story, and would be even more helpful if greater use were made of French cultural themes. The advanced FLES student will find most of the vocabulary familiar, but the beginning reader will meet 50 new words, considerably more than might be expected in a beginning text. Children will enjoy reading about the misadventures which take place in the home of Mr. and Mrs. White, who begin a canine invasion when they welcome the friends brought in by their own two dogs, Agnès and Stella, misadventures which are happily solved by a commendable ingenuity. Together the adequate glossary and the well-done illustrations make this a useful work for the beginning reader.

2.4 Fice, R. H. C., and F. S. Claxton. Jacques et Claire à la Maison. Illus. Peter Edwards. New York: St. Martin's Press, 1968.

This is an outstandingly superior example of the books available for the first-year reading level. The narrative of the children's life at home, at school and at play is enriched with excellent, colorful sketches of Paris and of the interior of the French home. Although the style is kept at the level of the beginning reader, who will find about 28 new words here, care has been taken to supply much information about French life, thus making the book interesting for all FLES students, and useful for classroom discussion.

2.5 Fice, R. H. C., and F. S. Claxton. Jacques, Claire et le Lapin. Illus. Peter Edwards. New York: St. Martin's Press, 1968.

Liberal use has been made of techniques such as repetition of key phrases and item substitution in this book intended for the beginning reader. The theme of the diverting story, which revolves around the adventures of two French children and their pets, is appropriate to the age level of the intended reader, and comprehension is implemented by the well-designed illustrations, which are in color. An excellent glossary is appended, but the student reading at second and third level should find no more than 25 new words in the text.

2.6 Georgiady, Nicholas P., and Louis G. Romano. Trudi la Cane. Trasn. Patrice Thorne, illus. Dagmar Wilson. Chicago: Follett Publishing Company, 1960.

This unassuming little story is a useful addition to those available to the beginning student, who will be encouraged by mastery of the simply written and attractively-illustrated material. It is a translation of the familiar tale of Gertie the duck and the adventures she experiences in finding a new home for her family. An adequate glossary will help the first-year reader with the 62 new words, while the sixth-grade child will find almost all of the vocabulary familiar. Altogether, this is a helpful contribution to FLES reading material.

2.7 Gessler, Elizabeth Filkins. Guignol à l'École. Illus. Mary Filkins Barrett. New York: Gessler Publishing Company, 1958.

One of the most beloved imaginary characters known to the French child is the marionette called Guignol. This collection of plays is written around the antics of Guignol and has been widely used in FLES classrooms. It is one of the few examples of traditional French folk literature available to young Americans. In form and context this small group of plays is unusually versatile, lending itself to use as reading and as play material. Each play is short and the lines, consisting mainly of exclamatory phrases, are easily memorized. Since every child in the audience at a Guignol theater traditionally takes an enthusiastic part in the production, satisfactory involvement of an entire class can be achieved for any purpose, reading or dramatic presentation. The level of the material is mainly for the more advanced FLES child, but a number of the plays lend themselves to simplicication for the use of the beginning student.

2.8 Hein, Jane Harmon. Un Jour à la Foire. Illus. Claire Finaz. New York: The Viking Press, 1963.

There is a charming folk quality about this story of a cat followed by a growing procession of animals on the way to the fair. The lively illustrations are executed with verve and move gayly from page to page. An unmistakable French flavor is evoked by the thatched cottages and the scenes at the fair. The narrative uses a repetition pattern which is excellent reinforcement for the FLES reader. The beginning reader should find more than 25 new words in the text, while the advanced child will read almost all of the narrative with ease. Instead of a glossary, there is a complete translation appended, fortunately at the end of the book. With some encouragement and thanks to the graphic illustrations, the young child should limit his use of the English version.

2.9 Joslin, Sesyle. Qu'est-ce Qu'on Dit, Mon Petit? Illus. Maurice Sendak. New York: Young Scott Boojs, 1966.

Relying on the meaning conveyed by the imaginative, wholly delightful, illustrations of Maurice Sendak, this picture book uses single phrases only under each sketch. The series of situations is graphically explanatory, and each question answers the initial question "What do you say when..." by a one-line French response. The polite phrases are familiar to the FLES classroom, and this should eliminate any problems with the 35 words new to level one children. The level two and three readers will have no problems with the text.

2.10 King, Patricia. Mabelle la Baleine. Chicago: Follett Publisning Company, 1960.

This French translation of Mabel the Whale is one of the Follett Beginning-to-Read series. The uncomplicated story concerns the difficulty of providing a suitable aquarium environment in which Mabel, a whale caught in the Pacific, can live happily. Fortunately, the brilliantly-colored illustrations are cleverly interpretative of the text, because the narrative will be difficult for the beginning reader. There are 60 words new to level one, but the advanced FLES student will encounter relatively few new words. This is an example of the vexing problem encountered in trying to maintain a balance between interest level and reading comprehension in FLES supplementary materials, for here the material is more suitable, interest-wise, for the younger student but far more comprehensible to the older child.

2.11 Klein, Leonore. Huit Enfants et un Bebe. New York: Abelard-Schuman, 1960.

The subject of this little story is found in the folk literature of many countries, and relates the manner in which a father, mother, and their young brood are taught the trick of making their crowded home seem roomy by the simple expedient of first over-crowding it even more with the addition of pets and then by removing each, one by one. The book is suitable for the level one child, since it contains only 22 words not found in level one. The English translation is printed in the appendix. The descriptive and gay pictures are enriched by many authentic French touches, and children at all FLES levels will find it enjoyable.

2.12 Latham, Hugh, trans. Mother Goose in French. Illus. Barbara Cooney. New York: Thomas Y. Crowell Co., 1964.

This is a noteworthy example of the use of French cultural themes in material available to FLES students. Although the volcabulary is too extensive for other than limited use by the young child, a good deal of meaning can be derived from the illustrations, which are unusually graphic in their use of cultural cues. The size of the glossary, which contains only 30 words, indicates that the book is intended for use beyond the FLES level, and is in any case too limited to define the 150 words which will be unfamiliar to the level three student. With careful use of visual cues, however, the advanced FLES child can derive some benefit from this book.

2.13 Lionni, Leo. Pouce par Pouce. Trans. Micheline Laguilhomie Schmitt. New York: Ivan Obolensky, Inc., 1960.

This delightful picture book is the familiar one found in American libraries under the title Inch by Inch. As is often the case with this type of book, the text is more difficult than the material would seem to demand. The narrative is more suitable for the advanced than for the beginning student, but the Leo Lionni illustrations are superb and describe the story in large, colorful prints. Children will enjoy this tale of how the caterpillar outwits the birds whose imminent victim he is. Because there is no glossary, the 52 words not found in level one make the book more suitable for the more advanced child, but there is still much benefit to be derived by the younger FLES student from use of the words he does know in combination with the instructive pictures.

2.14 Meeks, Esther K. La Vache Curieuse. Trans. Patrice Thorne, Illus. Mel Pekarsky. Chicago: Follett Publishing Company, 1961.

This book from the Follett Beginning-to-Read series is one which is found in many FLES classrooms. Children enjoy reading about the numerous scrapes which Claudie the cow gets into because she is far too curious to stay on her side of the fence. Even though the child reading at level one will have to search for 51 new words in the glossary, the whole is so simply constructed that much meaning can be drawn from contextual clues alone. Excellent use has been of the technique of repetition of terms and of item substitution, and the illustrations are attractive and colorful.

2.15 Miles, Marguerite M., Harriet F. Friedlander and Hazel B. Tulecke. Qui est là? Illus. Winifred Lubell. Englewood Cliffs, N.J., Prentice-Hall, Inc., 1966.

The varied skills of an imposing panel of foreign-language specialists have been drawn upon in the preparation of this excellent book, in which many important techniques of the audio-lingual method have been utilized. This is the story of Jean-Claude, who lives with his family in Neuilly, a suburb of Paris. In the 16 short chapters of the text are recounted in detail the events in the life of this French boy. The first eight chapters are within the scope of levels two and three, but beyond these the volcabulary and idioms become increasingly difficult. Because of the wealth of cultural information and the age identity with Jean-Claude, however, the sixth-grade child, with help from the extensive glossary, can derive much information and enjoyment from this work.

2.16 Pillet, Roger A. Andre Fransois Villeneuve. Illus. De Layne Hudspeth. Chicago: Follett Publishing Co., 1965.

The beginning reader will enjoy this charming little satire on knighthood based on the adventures of a princely blue dog, his lady loves, and his heroic exploits. The narrative uses few words which are not in level one. Regrettably for the FLES student, a complete translation is appended, unrecessarily for so simply written a text. Essentially, the author, who has been professionally active for many years in FLES development, has here given a series of expansion drills presented in story form, producing a useful work for FLES use.

2.17 Steegmuller, Francis (trans.). Le Hibou et la Poussiquette. Barbara Cooney. Boston: Little, Brown and Company, 1961.

This is a freely translated version of the Edward Lear classic, fanciful and charming in its own right. The original is reproduced in its entirety in an appendix, which also contains a short glossary. The Barbara Cooney illustrations are elegant, brilliantly colored, and closely related to the poem. Since many children know the work in English, the 42 new words should not be formidable for the level two reader, and the student on level three will easily read the whole.

2.18 Topping, Anne. Bonnes Vacances. Illus. Erica MacFadyen. New York: St. Martin's Press, 1965.

Once having read Les Duval, the advanced student will find this work published by the same house a rewarding experience. The material is upgraded, the narrative is more full, the sentences more complex in this book. In the 28 short chapters, the reader shares a summer vacation with the Roux family, much of it in the south of France. Descriptions of that balmy region range from fascinating information about the ancient Roman occupation to the modern Nice flower festival, and provide the FLES child with a wealth of cultural detail written for ease of comprehension. The advanced student will need to make full use of the excellent glossary in order to derive maximum benefit from the story.

2.19 Topping, Anne. Les Duval. New York: St. Martin's Press, 1967.

A number of excellent features make this a superior work for the level two and three FLES student. Verbs are kept in the present tense, object pronouns are omitted, and the voluminous glossary presents all nouns with their appropriate articles, a practice not always followed in French books for young readers. This recital of the life of the Duval family and its three children is written in a number of short chapters involving one or another member of the family. The situations are interesting, informative, and topically useful for adaptation to FLES teaching units. The more advanced child will derive much benefit and enjoyment from this book, and the FLES teacher will find it extremely useful in reinforcing classroom material.

2.20 Trez, Denise and Alain. Le Vilain Chat. New York: The World Publishing Co., 1965.

An excellent combination of clever illustrations and simple narrative makes this a fine supplementary reader for the beginning FLES child, who will enjoy this whimsical tale of a mischievous cat whose pranks make life an ordeal for the other animals who share the same garden. A happy ending is achieved by the arrival of another cat, whose companionship diverts the trickster into more acceptable behavior. A liberal use of cognates aids comprehension, and the younger reader will also use the complete translation which is found at the back of the book for the 40-odd words not on the level one list. The sixth-grade child will read this with little assistance.

2.21 Vacheron, Edith, and Virginia Kahl. Voici Henri: New York: Charles Scribner's Sons, 1959.

This little book is well suited to the work of the FLES classroom, where it is liberally used. Familiar FLES phrases recur often in this easy-to-read story of Henri, his family, and his cat. Excellent counting drills are used to enumerate the members of the families of Henri and his pet, and the days of the week are meaningfully taught. The highly-colored illustrations cleverly interpet the action, and good use is made of cultural elements. The child reading on level one should have no difficulty with this book.

2.22 Von Hippel, Ursula. Toute ma Famille. New York: Coward-McCann, Inc., 1967.

This book, which is intended for the beginning reader, fits in ideally with the vocabulary and sentence structure of the FLES classroom. There is no glossary, but none is needed, even for the first-year reader. The advanced student will read it on sight. The story is a cleverly-written exposition of a talk which a child might give in a classroom, one in which she tells something of herself and her family. Either for inclusion in classroom work or for use as a supplementary reader, this is a useful book for the younger FLES child.

2.23 Aspel, Paulène. Les Comptines de Colette. Librairie Hachette, Paris, 1971.

This book is unusual in that, although published in France, it can be made a useful part of the FLES classroom or recommended for supplementary use by FLES students. The age range suggested by the author is broad - from eight to twelve years, which indicates its multi-level instructional aspects, but the greatest use for FLES purposes would be obtained by the 6th-grade child. There are a number of ways in which the 42 "devinettes" can be employed. The structure, as pointed out by the author, is basic yet simple French, repeated throughout the individual rhymes. Cadences are used which are in accord with fundamental rules of French intonation, and terms are carefully included which stress difficult vowel and consonant sounds. In addition to its value as a teaching tool, these charming "devinettes" help fill the need for easily memorized small passages to be used either in chorus or in any combination of exchanges in the classroom.

Eve Miller
Education Library
Queens College

3.0 Teacher Training

3.1 Theory

3.11 Andersson, Theodore. Foreign Languages in the Elementary School: A Struggle Against Mediocrity. Austin: University of Texas Press. 1969.

Only selected students should be admitted to a teacher-preparation program. In addition to the usual courses in language and literature, an approvable program should provide for at least one summer of study abroad, native speakers as teachers or informants, extensive exposure to several varieties of native speech.

3.12 Brooks, Nelson. Language and Language Learning. (2nd ed.) New York: Harcourt Brace. 1964.

The foreign language teacher, unlike that of most subjects, must be a practitioner of his subject -- he must be thoroughly at home in the language skills he presumes to teach.

3.13 Dunkel, H. B. and Pillet, R. French in the Elementary School. Chicago: University of Chicago Press. 1962.

For staffing a FLES program, there are two major alternatives:

1. the specialist, who is much to be preferred in a program stressing the oral skills.
2. the classroom teacher, who is better aware of the children's needs and interests, and who can bring in the foreign language at other appropriate times during the school day, thus providing more natural motivation and giving the language study a note of reality.

Other alternatives are the native speaker, teachers borrowed from higher levels (high school and college), and graduate students. This permits part-time teaching, which has the advantage of concentrating classes at certain vital periods in the school's schedule.

3.14 Fryer, Bruce T. and Michel, Joseph. "FLES Certification: A Lack of Progress Report". Hispania. LIII, Sept. 1970, pp.460-464.

Universities and state certification agencies should work cooperatively towards raising standards for licensing FLES teachers, and should explore the possibilities of involving more native speakers in FLES teaching. Wider adoption of the MLA Foreign Language Proficiency Test for Teachers and Advanced Students would be advisable.

3.15 French for Elementary Schools. New York State Education Department. Albany. 1966.

A good FLES program should make available to its teachers intervisitations, workshops, conferences, demonstration classes, inservice courses, and an up-to-date library of current FLES literature and materials.

Anyone teaching a foreign language should be competent in the language he is teaching, have a knowledge of methods and techniques of foreign language instruction, and be able to apply these methods and techniques effectively at whatever level he is teaching.

3.16 MacRae, Margit. Teaching Spanish in the Grades. Houghton-Fifflin. 1960.

A FLES program can be begun with interested elementary school teachers who can be encouraged to attend summer courses now available in many colleges and universities. The foreign language secondary school teachers should be brought into the planning. Community resources generally include native speakers who can also be helpful to a FLES program.

3.2 Practice

3.21 Donoghue, Mildred. Foreign Languages and the Elementary School Child. Dubuque, Iowa: Brown. 1968.

Certification requirements for FLES teachers in the various states fall into one or more of the following categories:

1. those requiring an elementary school license plus a specified number of credit hours in the foreign language,
2. those requiring a secondary school license for the teaching of foreign languages plus education courses in elementary education,
3. those requiring a special subjects credential such as is required for music, art, and physical education specialists, and which permits the holder to teach the one subject on any level, and
4. those issuing a temporary certificate to any college-educated native speaker of a foreign language with the equivalent of a B. A. or B. S. and who is a citizen of the United States.

All FLES teachers should score successfully on the MLA Foreign Language Proficiency Test for Teachers and Advanced Students. One of the possible methods of preparing FLES teachers without previous language training is to teach them methodology and language at the same time in three courses which parallel the three levels of FLES instruction (usually 4th, 5th and 6th grades).

3.22 Eriksson, M.; Forest, I. and Mulhauser, R. Foreign Languages in the Elementary School. Englewood Cliffs, N.J.: Prentice-Hall. 1964.

This book, published in 1964, noted a marked move in the direction of specialist teachers, with very real aid from willing and able

elementary school teachers themselves in the process of becoming specialists through summer study or in-service language programs.

3.23 Finocchiaro, Mary. Teaching Children Foreign Languages. New York: McGraw-Hill. 1964.

In some schools, FLES is taught by an elementary school teacher to his own class and sometimes to other classes in the school. His colleagues teach his class another subject.

In other schools, a roving specialist is sent either by the Board of Education or a nearby college one or more times a week. Often the classroom teacher, who has remained for these lessons, conducts follow-up activities with his class.

3.24 Michel, Joseph and Albert JeKenta. "The Preparation of the FLES Teacher". Patterns for Change (eds.) Gladys Lipton and Virginia Spaar-Rauch. MLA-ACTFL Materials Center, 1970.

Describes the various programs at the college level for different types of FLES teachers: specialists and elementary school generalists with foreign language preparation. The article deals with the 3 major segments of training: academic foundations, subject field concentration, and professional preparation.

3.25 O'Cherony, Rosalyn. "FLES Status and Teacher Preparation". Hispania. XLIX, March, 1966, pp. 121 - 125.

At Illinois Teachers College in Chicago, students preparing to teach FLES are urged to immerse themselves in the culture of the target country not only by travel and study abroad, but by forming friendships with native speakers and by participating in informal conversation periods with native teachers.

3.26 Ratté, Elizabeth. "Preparation for FLES". MLA-ACTFL Material Center. FLES: Projections into the Future, (ed.) Gladys Lipton. 1968.

An explanation of sample college, programs for training FLES teachers, with specific recommendations for the future.

Ruth Bennett
Queens College

NATIONAL FLES COMMITTEE 1971

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH

Co-Chairmen

Dr. Gladys Lipton
Act. Assistant Director
Bureau of Foreign Languages
Board of Education of
New York City
Brooklyn, New York 11201

Dr. Virginia Spaar-Rauch
(formerly) Associate Professor
of French
Teachers College
Columbia University
New York, New York 10021

Committee

Mrs. Ruth Bennett
Queens College
Flushing, New York

Edward H. Bourque
Consultant Foreign Language
Fairfield Public Schools
Fairfield, Connecticut 06430

Miss Virginia Gramer
FLES Coordinator
Hinsdale Public Schools
Hinsdale, Illinois 60521

Dr. Judith Le Bovit
Supervising Director of Foreign
Language
Washington D. C. Public Schools
Washington, D. C.

Dr. Joseph Michel
University of Texas at Austin
Austin, Texas

Mrs. Eve Miller
Queens College
Flushing, New York

Miss King Trousdale
Foreign Language Consultant
State Department of Education
Atlanta, Georgia

Dr. W. Herold
University of Texas
Austin, Texas

Past Chairmen

Edward H. Bourque
Consultant, Foreign Languages
Fairfield Public Schools
Fairfield, Connecticut 06430

Mary Ann Brown (Miss)
Loop Junior College
Chicago, Illinois 60600

Virginia Gramer (Miss)
FLES Coordinator
Hinsdale Public Schools
Hinsdale, Illinois 60521

Marjorie L. Pei (Mrs.)
Graduate School of Education
Washington University
St. Louis, Missouri 63100

Dr. Roger Pillet
The Graduate School of Education
University of Chicago
Chicago, Illinois 60600

Elizabeth Ratté (Miss)
Department of Foreign Languages
Boston University
236 Bay State Road
Boston, Massachusetts 02100

Lee Sparkman (Mrs.)
Department of Linguistics
University of Washington
Seattle, Washington 98100

Sidney Teitelbaum
Supervisor of Foreign Languages
East Meadow Public Schools
East Meadow, New York

Margaret Lee Wood (Mrs.)
Director, Foreign Languages
Encyclopedia Britannica
Educational Corporation
Chicago, Illinois 60600